

Competency Exercise

Leading the Church through Care and Interpreting the Church's Behavior

For the competency exercise joining *Leading the Church through Care and Interpreting the Church's Behavior*, the student will submit a portfolio for review by the faculty including:

- 1) Credo: For both options the student will prepare a critically written ethics of pastoral care (approx. 1,500-2,000 words) that draws on the resources in the field of ethics and in the field of pastoral care, and that includes:
 - A personal statement of ethics in relation to pastoral care in the accountable ministry setting
 - A pastoral care plan for how you, as a minister, plan to manage pastoral care in your accountable ministry setting (Ex: how to respond to crisis, how to care for the sick, etc.)

- 2) Lay Care Giver Training – prepare and lead a lay care giving training with an existing lay care giving group, or with a group of lay persons interested in obtaining pastoral care skills, in the accountable ministry setting. The training should be approx. 2 hours in length. The topic of care addressed in the training will be negotiated with the faculty. The student must video tape the session.
 - Prepare an annotated outline of the training lesson plan (approx. 2,000 words) that provides:
 - a description of the intended participants
 - an explanation of why this training and topic is appropriate for the particular cultural and congregational setting
 - the intended learning objectives and outcomes of the training
 - identification of what adjunct disciplines (e.g. history, ethics, theology, philosophy, sociology, gender theory, psychology, anthropology, cultural studies, critical race theory, etc.) influence the material presented
 - identification of what printed or video resources would be used
 - a description of how ethics and moral theology shape, and are shaped by, the practices of the church presented to participants
 - strategies for teaching specific pastoral care skills participants may need to learn.
 - a list of potential questions the student might ask to facilitate group discussion of the role play video.
 - Prepare a role play video to show during the training (see below)
 - The training session should include:
 - **1) Ethics**: A brief review of the ethical themes and practice of care that is grounding the lay care giver training on the identified topic.
 - **2) Pastoral care skill**: A demonstration of the pastoral care skill the student believes is most important for the group to cultivate, including a presentation of a 5-10 minute segment from a videotaped role play (see below).

- **3) Identifying and discussing theology and skills:** An opportunity for participants to discuss the pastoral care skill/s and theological issues raised in this training.
- Lead the training and submit a video recording of the training
- Distribute and collect the participant evaluations

**** The student will submit a draft of the Credo and Lesson Plan prior to the training event.**

- 3) Analysis: After the activity is completed, the student will revisit her or his ethics of pastoral care paper and in light of the experience of completing the activity , and will write a brief paper (approx. 1000 words) reflecting on the following questions:
- Has anything changed? If so, why? What has remained the same?
 - How would you engage practices of care differently, now that you have done this research and completed the activity?
 - What theological commitments may have shifted? Which commitments became more clear?
 - What have you learned about ethics and pastoral care from interactions in your accountable ministry setting?

As part of their evaluation and grading of the exercise, the two faculty (one from Leading the Church through Care and one from Interpreting the Church's Behavior) will take into consideration

- an evaluation form filled out by the participants; and
- an evaluation form filled out by the student's onsite mentor (who may watch the video or read the devotionals).

Students will receive two grades for the exercise—one for each area covered. As part of the feedback provided to the student, the attached rubric will be used to signal to the student her or his strengths and weakness in the two areas.

*Video Role Play Guidelines

In this video role play, you will demonstrate the particular pastoral care skill you are teaching in your training.

- Select a **topic** in ministry you're interested in exploring in your training (e.g. disability, grief/loss, human sexuality, relationships/family, etc.)
- Within that topic, **imagine an event** that might occur in a person's life that would raise relate to your selected topic of ministry
- Identify relevant **ethical discourses and practices within the church** that form pastoral responses to this event in the person's life. A few examples are:

Topic	Possible Event	Ethical Discourses	Practices
grief/loss	a couple's newborn baby died during childbirth	theodicy, theological anthropology, systemic justice	funerals, rituals of grief, All Saints Day liturgies
disability	a member of your church has become disabled in an auto accident	embodiment, social construction of disability, theodicy	healing practices, exorcisms, architecture
visitation	lay members visiting the homebound or sick	ecclesiology, mutuality in ministry, theological anthropology	taking communion, prayer, church membership

- Once you've identified a probable event in a person's life, and the ethical topic, consider which **pastoral care skill** you would like to demonstrate in the role play (e.g. reflective listening, exploring alternative stories, theological reflection, crisis support, advocacy, etc.)
- Ask a member of your congregation who is willing to participate to create a **fictional character** in her/his mind. S/he should imagine the character being a member of your congregation, but not any one specific member per se. (The point here is that the role play should be based on a "typical" member of your congregation, not someone in particular). Share with the participant the scenario so s/he can begin thinking about what it might be like to experience such an event in her/his life.
- You and the participant will **videotape the role play**. Assume that the character in the role play came up to you during coffee hour and asked to see you this week. You made an appointment, and this is the first conversation the two of you have had. Begin a pastoral care conversation in a way you typically would.

- The role play should last approximately **30-45 minutes**, but don't worry if it goes longer. It should be long enough to "get into" the role play. It should also last long enough for you to demonstrate the skill you're illustrating for your training.
- During your training session you will show a 5-10 minute segment of the video tape role play as a teaching tool in the training. (The segment doesn't need to be the first 10 minutes, but needs to demonstrate the skill you are teaching.) You will then **facilitate a discussion on the video.**